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ABSTRACT

This collection of papers represents the thoughts of five faculty members from three different divisions in the College of Education at Virginia Polytechnic Institute and State University, who have been working together on the topic over the past 12 months. The papers represent an attempt to think through the entire interrelationship between leisure and career development at mid-life. The first paper articulates the basic issues in this relationship, setting the stage for the papers to follow. The remaining papers deal with the contributions of Adult Education, Vocational-Technical Education, recreation, and the special problems of minorities and women, all as they relate to the leisure-career development process at mid-life. (Author)

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LEISURE AND CAREER DEVELOPMENT AT MID-LIFE

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Introduction

This collection of papers on Leisure and Career Development at mid-life represents the thoughts of five faculty members from three different divisions in the College of Education at Virginia Polytechnic Institute and State University, who have been working together on the topic over the past 12 months. This group first started to collaborate as part of a College-wide task force on Career Education. As we were deliberating the best approach to take in responding to the challenge of this new area, we discovered a dearth of writing or research on the mid-life period. Our subsequent report suggested strongly that our Career Education efforts should address the traditional concerns of children and youth, as well as providing a unique focus on the importance of the career development needs of adults as well.

In this process of exploring our own interests and those gaps in the literature, we found that the commission on Mid-Life Careers of the National Vocational Guidance Associations under the direction of Dr. Arthur A. Hitchcock of the State University of New York at Albany was planning to sponsor several special programs at the 1976 Convention of The American Personnel and Guidance Association in Chicago. We developed a series of proposed topics around the theme "Leisure and Career Development at Mid-Life." The proposal was accepted by the NVGA Commission and the Convention Program Review Committee. An earlier draft of the papers which appear hear were developed and presented at the APGA Convention in April of 1976.

The warm response at the convention and afterwards made the group feel that other professionals in the fields represented by the authors might be interested in sharing the results of our efforts. Since many of these concepts are still in their formative stages both positive and negative comments are invited.

The five papers are our first efforts to think through the entire interrelationship between leisure and career development at mid-life. The first paper in the collection by Carl McDaniels represents an attempt to articulate the basic issues in this relationship, as well as set the stage for the papers which follow. The presentation by Harold Stubblefield explores the extensive contributions of Adult Education to the leisure-career development process at mid-life. The contributions of Vocational-Technical Education are expounded upon in a detailed and meaningful way by Ruth Harris. Recreation as a part of the career development mid-life period are dealth with in a creative way by Robert McCollum. Finally, Leroy Miles reviews some of the special problems of minorities and women in taking advantage of leisure in the career development process during mid-life and provides some thoughful solutions.

These ideas are certainly not the last word on the subject of leisure and career development at mid-life. We do hope they represent a meaningful first word in what we hope will be a continuing dialog on the subject.

Carl McDaniels
Editor

June 1976
Blacksburg, Virginia

LEISURE AND CAREER DEVELOPMENT IN MID-LIFE: A RATIONALE

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Most people have traditionally defined themselves in terms of work. If you ask someone who he or she is, after their name they are most likely to tell you their occupation or what they do for a living. That is how the names Miller, Carpenter, Baker, Cook, and others got started. Thus it has been that people turn to their jobs as a way of defining themselves and attempting to give meaning to their lives. This made sense when work was viewed as the principal focus of a person's life, involving their home and often their family. A completed product was often the end result. However, a job has now become, for many people, detached from the rest of living. One goes to a factory or a place of business perhaps some miles away, works by the clock, and may work on only one small part of a production line process, or one may work in an equally minute whitecollar position. This often leads to a process generally referred to by Sheppard and Herrick as worker alienation (1972). The division of labor, basic to the industrial revolution and automation, has also led to the breakdown of one way a person has had to giving meaning to his life. A person now needs some way of finding the satisfaction and involvement formerly found in the dignity of work.

An article in a recent issue of Newsweek (1973) suggests that the answer is job redesign and a general humanization of the work place.

A series of stories in the Washington Star - News (1973) arrived at essentially the same solution. Foulkes (1969) in a significant research calls for a more creative approach to designing more meaningful work. A survey by Sorenson (1973) reported that most Americans do like their jobs after all and prefer work to non-work. Another way to bring this about is to concentrate on the process of career development over one's total life span and to define career development to include both work and leisure.

Career development is becoming a matter of national attention in the United States. The publication Work in America (1972) was a best seller for a time and Studs Terkle's book Working (1974) continues to enjoy wide acclaim. More and more concern is being shown for assisting people of all ages with vocational adjustment, including the young entry worker, the mid-career person or the preretirement worker. The importance of a person's initial selection of an occupation is being stressed more and more in our schools and colleges through an emphasis on career education.

At the same time there is a renewed interest in leisure. Much research is being conducted which is concerned with non-work hours--how much is available and how it is used. Newsweek and Time both have weekly sections on leisure or life/style. There is a popular new publication called Travel and Leisure. The Journal of Leisure Research is a professional publication emphasizing the recreational aspects of leisure. A Center for Leisure Studies has been established

at the University of South Florida under the leadership of Max Kaplan. A Leisure Behavior Lab operates at the University of Illinois. Under these conditions it seems imperative to examine in detail the inter-relationships between work, leisure and career development, especially at mid-life.

Some Concepts of Leisure

Historically, leisure was not of any great concern, because the average person did not have any! In the last one hundred years this has begun to change. The work week has been reduced from 70-80 hours a century ago to 37 1/2 hours per week today. It does not appear though that there will be a further major reduction in the work week in the immediate future to parallel the changes of the past half century.

The accelerating rate of technological change also is likely to result in making available increased leisure, both at home and at work. We're already seeing leisure created by such legislative action as daylight saving time and moving holidays to create 3-day weekends. We are seeing experimentation in business and industry with 4-day and even 3-day work weeks. Workers are getting longer vacations. Kegley (1973) has recently cited companies which are liberalizing vacation policies by shortening service requirements or adding another week of vacation to the maximum for veteran employees. Another idea appearing in many union contracts is to give workers double pay for vacation.

time so they can do more with their increased leisure. People are retiring earlier and living longer. They are also in much better health during both the pre- and post-retirement years. Almost everyone in the United States is able to spend a smaller percentage of his or her life working and a larger percentage in part-time or full-time leisure!

Despite poverty, which is being reduced annually in the U.S.A., the vast majority of people do have more money today than in the past to take advantage of the opportunities for leisure. It is estimated by Leonitiadeo (1973) that the leisure market is between $50-$150 billion annually in this country. There is an increased number of recreation facilities and greater access of transportation to them. There are publicly and privately supported programs in the artistic and musical pursuits available for people of all ages. There is also an enormous interest in all types of crafts.

With the expansion in leisure activities there has been a concurrent growth in the theoretical aspects of leisure. Many people have been attempting to define it. Like love, leisure is difficult to define. Leisure has been thought of mostly in terms of time. That is, leisure time is free time as opposed to work time or time on the job. Simply, work is what you get paid for doing, leisure is what you don't get paid for doing. This sets leisure up in opposition to work, but it may need to be seen as complementary to work. Leisure is also more than just time and all time not spent on the job is still not really free time. Both work and leisure defy such simplistic definitions.

Work and Leisure Defined

First let us define work as it was expressed in Work in America (1972), "an activity that produces something of value for other people," or as defined in the U.S. Office of Education paper on Career Education (1975), "work is conscious effort, other than that involved in activities whose primary purpose is either coping or relaxing aimed at producing benefits for oneself and/or for oneself and others."

A recent Geneva Symposium (1971) suggests that leisure time is the time at an individual's complete disposal after completing work and fulfilling other obligations. Noe (1969) concludes that leisure is the activity resulting after the fulfillment of institutional needs. Brightbill (1960) states that leisure is descretionary time, when we are free to rest or do what we choose as opposed to time required for existence and subsistence.

John Leigh (1971) says that "leisure can be seen as that area of existence where, within our individual circumstantial limits we exercise choice about the use we make of time."

C. Neil Bull (1971) cites the following dimensions of leisure: freedom from obligation, disinterestedness, diversion, and based on individual needs. DeGrazia (1964) sums up several positions this way:

> All these qualities, whatever their causes may be, describe the current idea of free time, or leisure. Set off from yet mesmerized by work, it is limited by the clock and available in only small fragments. At times busily active; then at others passive and uncritical; and in most cases uniform or collective. Supposedly beneficial for every-

> one who has done his work and has a few dollars in his pocket, it appears flanked by commodities and bent on fun. Matters like religion and politics and education it tries to avoid. The modern idea is what it is today. And tommorrow? It will be the same.

Kaplan (1971) says that "leisure consists of relatively self-determined activities and experiences that fall into one's economically free-time roles that are seen as leisure by the participants, that are psychologically pleasant in anticipation and recollection, that potentially cover the whole range of commitment and intensity, that contain characteristic norms and restraints, and provide opportunities for recreation, personal growth and service to others." He goes on to say that leisure is a manifestation of people's desire to be a person and to develop symbols and tools in the mastery of self and environment.

Phillip Bosserman (1971), a former co-worker with Kaplan in the Center for Studies of Leisure, even goes so far as to see a new culture with leisure dominating the culture. He summed it up this way in a recent paper:

> Leisure is becoming a way of life. To choose life-styles implies having discretionary income, time, and hence social behavior. People--youth especially--increasingly want to be identified by their life-style and cultural taste, rather by occupation. Technological and scientific advance have made possible these three discretionary features. Their intersection is creating a new world perspective, a new consciousness, which is a hallmark of the 'leisured society.' Discretionary income can be spent for those items not considered basic needs; discretionary time means time free from work; discretionary social behavior opens a myriad of life-styles to anyone regardless of family, education, age, health, ethnic background, and location. This is a new type of society.

From all this, I offer this definition: Leisure consists of relatively self determined activites and experiences which are available due to having discretionary income, time and social behavior. This activity may be physical, intellectual, volunteer, creative or some combination.

A person's age, sex and occupation has obvious effects on their leisure. It will be one of the major factors in determining how much time they have for leisure activities and how much money they will have for them. Recreational activities are often offered by employers and companies. At the same time leisure can be a means for discovering or expanding an interest which leads to a new type of employment. However, it is leisure's function of complementing work in giving meaning to a person's life that makes it especially crucial to career development.

I tried to spell this out in a paper over a decade ago (1965) in which the formula V = W + L (meaning vocation = work + leisure) was presented. Today the same argument can be made for a more positive view of leisure as a part of career development only it is eleven years later and nobody else seems taken with the concept except me. Today the formula might be CD = W + L. Of course, "worthy use of leisure time" was one of the Seven Cardinal Principles of Education adapted in 1917 and that is an even longer time to be ignored.

It is my thesis that career development must be involved with a person's total life, including both work and leisure. Occupational and leisure activities vary for people from one age to another. Some activities would be appropriate at one age or stage of development and not at another. But

there is still a continuity, based on the developmental process. The options that are available to a person at one stage are dependent in part on what has been done before. What a person does in the present or the past will help determine what will be done in the future. The concept of the life span in this regard is vital.

Leisure and Mid-Life

At mid-life, ages 35 to 55, the individual can use leisure to provide the sense of self-fulfillment and mastery that may not be acquired in other phases of life. People may be experiencing more job or personal dissatisfaction. For others it will probably be at the peak of development for many long term continuous interests. Whatever it is that an individual likes to do, he or she may now be at their height of proficiency. One may be the expert people ask for advice or to provide a demonstration, even if only to family and friends.

Leisure is especially important at mid-life due to a host of changes which most people are going through. These changes may involve all or part of the following: physical condition, family relationship, community support, work conditions, geographic location, aging parents, etc. These are of special significance because judicious use of leisure may now lead to:

Expanded opportunities on the current job

Expanded opportunities for securing another job

Expanded opportunities for more fulfilling leisure activities

These three main opportunities for redirection of oneself provide a significant challenge in understanding and working with people in this age group.

For many people at mid-life this may be the first time in their lives that they may have the opportunity to diversify--to develop themselves fully along some new dimension. Now the individual may enjoy something without worrying about whether the product or skills developed are salable in the job market.

At mid-life there are a series of major changes which for the first time in most people's life take on new significance. First among these is the availability of money. This may be due to one or more of the following factors: (1) financial responsibilities to children have declined or are beginning to do so; (2) increase in family earning power, perhaps both husband and wife may be working for the first time; and (3) diminishing obligations to a large house, cars or insurance policies. Second is the availability of time. Now a person has fewer requirements for what is done with their time--no need for moonlighting, overtime, working vacations, etc. Usually one is earning maximum vacation periods (with more money to enjoy it) or for a few, what is called a sabbatical. Third is the potential new leisure activities opened up through changing life styles. For the person in the mid-life period in the late 1970's and 1980's, they are living in a period of social acceptance far different than the one they grew up in during the 1930's and 1940's. Now a person may feel free to engage in a wide variety of activities which heretofore seemed closed off to them. So, as the percentage of 35-55 year olds in the total population increases to 40% there are significant shifts in at least three factors which bear directly on the role of leisure in career development. Obviously though, this is not a time of positive changes for everyone.

An obvious part of the options available for the person at mid-life is the continuing availability of volunteer opportunities. Some women's groups decry this activity as cheap labor, but it continues to thrive and provide ways for many people to find new ways to seek self fulfillment through volunteering.

As a part of the general milieu most of us live in, there are larger global influences which in general are positive in nature for expanded potential of leisure. For example, in spite of an unemployment rate which is too high, a period of favorable economic stability creates a condition of encouragement to a wide range of new leisure activities such as Disney Land, Disney World, Five, Six, or Seven Flags, etc. The political conditions are closely linked to this economic condition. Just as politicians create more leisure by adjusting the calendar and the clock, they also create more public park and recreation facilities, better health conditions and higher minimum wages and set the overall tone for all employers through practices at the federal, state and local government level.

In addition to these national factors, there are definitely more favorable conditions with respect to educational policy directed toward adults in the mid-life period. Here we see employers willing to pay for continuing education or union contracts frequently include clauses calling for payment of educational benefits to members. Local and state governments are willing to create more and more opportunities for adult education at convenient times.

Mid-career is also the time when a person may begin to prepare for retirement. It becomes a different kind of future orientation. The individual needs to prepare both psychologically and financially for retirement-not for more

years of work. If one develops leisure interests that can be carried on during retirement, then there will be some continuity from a full-time work oriented life to a full-time leisure oriented life. It is a time for exploring new interests and expanding old ones. Leisure is truly of special significance to the period mid-life.

In order to further explore the concept of leisure and career development at mid-life, it is important to look at some of the major options: Adult/Continuing Education, Recreation, and Vocational-Technical Education, as well as some of the special problems of women and minorities. The accompanying papers in this presentation by Stubblefield, Harris, McCollum, and Miles look in some detail at how each of these areas opens up major options for the mid-life person.

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LEISURE AND CAREER DEVELOPMENT IN MID-LIFE: CONTRIBUTIONS OF CONTINUING EDUCATION

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The use of leisure as the occasion for continuing education is not a new phenomena in the adult/continuing education field. Adult/continuing education has typically been distinguished from formal education and adult learning from child and adolescent learning in that adult learning takes place as a part time activity, subordinate to the adult's major social roles.

Continuing education, in this paper, refers both to planned educational programs conducted by institutions for its employees, members, clients, or publics and to those learning activities which are self-planned and self-managed. Cyril Houle (1972) defined adult/continuing education as

> The process by which men and women (alone, in groups, or in institutional settings) seek to improve themselves or their society by increasing their skill, their knowledge, or their sensitiveness. Any process by which individuals, groups, or institutions try to help men and women improve in these ways. (p. 229)

Emergence of Continuing Education as a Significant Part of the Educational Enterprise

Adults who desire to use their leisure to further their career development in mid-life will find a plethora of opportunities. Indeed, the most rapidly growing part of the educational enterprise is that of continuing

education. Several factors account for this. First, it is commonly recognized that in our modern complex society, no one ever completes his/her education. Learning throughout the lifespan is a requirement, not an option. As Stanely Moses (1971) put it:

> Our traditional approach to education has focused upon schooling as a required preparation for life, with its attendant diplomas and degrees a mark of required distinction for entrance to desirable occupations or professions. A 'knowledge society' however, means that the new knowledge is constantly being created at a more rapid rate than ever before and that existing skills must be developed and relearned at various times during a person's life. (p. 31)

Second, formal education has become a credentialling process through which one passes to be certified "fit" for employment. Third, higher education institutions have identified adults as the untapped "market" for higher education; these new students will permit higher education to maintain a steady state enrollment or in many instances to increase enrollment.

Educational planning for adults through higher education has begun to focus around the concepts of "non-traditional study" and "recurrent education," the latter term more widely used in Europe than in the United States. Non-traditional study refers, in its broadest usage, to any form of university study that does not require full-time residency on a campus; it may include innovative and creative ways of arranging adult learning experiences or it may simply mean regular campus courses taught at an off-campus location for part-time adult students (Commission on Non-Traditional Study, 1973; Hesburg, Miller, and Wharton, 1973). Recurrent education refers more to a philosophy of education than a program; promoters of this concept

call for more flexible patterns for alternating between work and study throughout the adult life span. To some degree, such practice is already in force in both the United States and Europe (Mushkin, 1973).

Such public education institutions as the public schools, community colleges, and colleges and universities comprise what Bertram Gross called the Core. But planners and policy makers for continuing education have also begun to recognize the "second" educational system in the United States, what Gross call the Periphrey (Moses, 1973:14). Educational programs are offered by many organizations, proprietary and correspondence schools, television, government programs, and others. These institutions, both public and private, comprise the Periphrey.

Not all adult learning, however, occurs in either the Core or Periphrey. Allen Tough (1971) identified the extent to which adults engage in self-planned and self-directed learning projects. Tough found that among adults in various occupations engagement in learning projects was a pervasive activity. Adult learning, to a significant degree, occurs at the initiative of and under the control of individual learners and not at the initiative of or under the control of either a Core or Periphrey organization.

What Purpose Can Continuing Education Serve

Continuing education is not all of one piece; a person can serve more than one purpose in pursuing continuing education activities. In describing human resource development activities for employees, Nadler (1970) used three concepts which are helpful in focusing on the purpose of continuing education pursued in leisure time for career development in mid-life. These concepts are training, education and development.

Training is designed to help persons perform better the job presently being performed or a job that one has been hired for. Through training for specific job performance, one can move up to a more advanced level or position.

Education is intended to improve the over all competencies of the employee in a specified direction and beyond the job which he or she presently holds. Education then has two foci: (1) to develop the individual generally and (2) to prepare for a clearly defined level or position within an organization. Improvement of the general educational level may be necessary for promotion, i.e., a one-time jump to a higher level position, or for career development, i.e., part of a plan for continued growth over a long period of time to enable one to advance up the career ladder or to branch into other areas.

Development, a much less precise category than either training or education, focuses on releasing human potential to enhance the capabilities of the organization and individuals for tasks and directions not clearly defined. Some development activities include (1) participation in organization renewal programs, (2) study of the liberal arts to enhance cultural understanding, (3) cross-job exposure, and (4) learning in an area outside of the person's job activity.

These categories are useful to individuals, personnel officers, and career counselors in planning those continuing education activities which can be pursued in discretionary time and which will have the greatest impact upon one's career development.

Where Continuing Education Can Be Pursued

Continuing education can be pursued in two principal ways: (1) through institutional or agency organized programs for adult learning and (2) through self-planned and self-directed learning projects.

A plethora of institutions, organizations, and agencies offer organized adult learning programs which can be taken in non-work time. Core institutions of education--public schools, junior and community colleges, and colleges and universities--make available an array of opportunities. Public schools provide adult basic education, high school completion programs, and vocational training. Community colleges provide two year associate degrees and vocational training programs; many are offered at night and for the adult, part-time student. Universities now offer, in some instances, bachelor degrees in the liberal arts specifically designed for the adult, part-time student. Graduate programs can be pursued on a part-time basis, both on the main campus and on off-campus locations. Several institutions have organized external degree programs to serve the needs of adults for space-free, time-free education. These institutions include the New York State Board of Regents, Empire State College of the State University of New York, and the Open University in Great Britain (Hesburgh, Miller, and Wharton, 1973: 53-54).

Opportunities for continuing education are available from periphery institutions as well. These include programs organized by organizations for their employees, members, or clients. Institutions with a major commitment to continuing education are government, business, industry,

health care institutions, labor unions, and service organizations. Professional societies promote, encourage, and provide both formal programs and materials for continuing education. Many government programs for the disadvantaged include an educational component. Correspondence and proprietary schools are also major suppliers of continuing education.

This brief listing of providers of organized programs continuing education illustrates the serious response that major institutions make to the educational needs of adults who wish to pursue educational opportunities as the way to career entry, change, or advancement.

Persons at mid-career are not limited to formal programs as the only means of continuing education. In many instances, they should pursue self-directed learning projects which may be the most efficacious means of continuing education. Such would be the case when the primary consideration is acquiring knowledge or skills rather than credentials, when the learning is oriented toward a situation or enhancement of competencies in a life role, or when the learner possesses the competencies for self-managed learning.

Adult/continuing educators have directed considerable attention toward organizing programs to facilitate the acquisition of self-directed learning skills and models to guide individuals in conducting learning projects. Tough (1971) provided the most comprehensive study of the learning behavior of adults. Bergevin and McKinley (1965) designed a Participation Training Institute to assist adults to manage group-

centered learning. Knowles (1975) developed a model and exercises to promote a self-directed learning. Stubblefield (1976) built a learning project model to guide learners conducting individual, not group, learning projects.

Educative experiences may have to be organized, implemented, and managed by mid-career adults, with little or no assistance from the traditional providers of education. Such experiences may include library study, learning from resource persons, analysis and interpretation of one's own behavior, and participation in volunteer work.

Adults at mid-career may find that participation in volunteer activities affords opportunities for career development. Volunteerism has become a highly sophisticated enterprise in which the needs, interests, and abilities of volunteers are matched with jobs, and many agencies using volunteers offer a variety of training programs, ranging from programs for job performance to general human relation skills. Persons who have delayed entering the job market until mid-life can, through volunteer experiences, gain skills in meeting and working with people and enhance self-confidence. These experiences may be preparation for remunerative employment. Persons who feel that their work has confined them to a narrow range of activities and interests may enlarge their range of experience through carefully selected volunteer activities. Moreover, persons considering career changes may want to "try out" the new career through participation as a volunteer. In some instances, the training received by a volunteer becomes the preparation for a paid position with an agency or organization.

Conclusion

Continuing education, undertaken in leisure time, can be an important instrument for career development in mid-life. To use continuing education effectively, mid-career adults should (1) identify how they want continuing education to benefit their careers, whether for training, education, or development, (2) become skillful consumers of continuing education, and (3) acquire competencies necessary to initiate and manage their own learning projects.

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LEISURE AND CAREER DEVELOPMENT IN MID-LIFE: CONTRIBUTIONS OF VOCATIONAL AND TECHNICAL EDUCATION

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Historically vocational skills have been used by adults during leisure time as recreational activities. In a study on the psychological structure of leisure McKechnie (1974) identified 121 leisure activities engaged in by adults. The skills needed by an individual participating in 25 per cent of these activities are taught in one or more of the traditional vocational and technical education programs. These activities include: auto repairing, carpentry, electronics, mechanics, metalworking, woodworking, photography, ceramics, cooking and baking, designing clothes, flower arranging, home decorating, jewelry making, knitting or crocheting, leatherworking, sewing, weaving, gardening, and shopping.

An interrelationship exists between work and leisure preparation in vocational and technical education. Some adults during mid-life engage in vocational type leisure activities totally unrelated to the type of occupation within which they work. This avocation is held by the individual for pleasure and satisfaction. It is chosen for its own sake as a leisure activity. Other adults participate in coordinated leisure which is frequently carried over from interest in skills required at work (Kelly, 1974). For example, a machinist, seamstress, cook, or carpenter may choose to exercise his/her skills in a home shop during leisure time.

Vocational education, for the purpose of this paper, refers to the skill development aspect of career education. Vocational education is education for work--any kind of work which the individual finds congenial and for which society has a need. The American Vocational Association has defined vocational education as (Thompson, 1973):

> Education designed to develop skills, abilities, understandings, attitudes, work habits, and appreciations needed by workers to enter and make progress in employment on a useful and productive basis.

The possibility of using vocational education programs to improve the quality of the adult's leisure time during mid-life is viable. Adults desiring to develop vocational skills for use during leisure time will find opportunities available through programs of vocational education: Vocational Agriculture, Vocational Industrial Education, Industrial Arts, Vocational Home Economics, Business Education, and Distributive Education.

Industrial Arts. Industrial arts is the study of technology (Olson, 1961). Technology is the sum total of all that man knows and skills utilized to develop products. Skills taught in industrial arts which adults could utilize during their leisure time include: industrial drawing and design, woodworking, leather craft, jewelry making, artistic metal work, graphics, carpentry, photography, ceramics, etc.

Adults interested in developing skills in sketching and drawing often enroll in drafting classes within the industrial arts program. The ability to sketch is not only important to engineers, drafting personnel, craftsmen and designers, but is also valuable as a leisure time activity. Many objects sketched by adults are later constructed out of metal, leather, ceramics, or wood.

The study of graphic arts is a popular class which includes skills needed by adults participating in leisure activities of papermaking, binding, photography, writing, drawing and printing. Linoleum block and silk screen printing are of interest to adults with artistic talents. Adults interested in photography as a leisure time activity could develop skills in film processing, printing from negatives, and making enlargements (Miller, Maddox and Smith, 1975). The study of ceramics includes skills necessary to produce whiteware, artware, and glass. These skills include cutting, forming, fastening, firing and finishing ceramics (Lindbeck and Lathrop, 1969). The industrial arts program offers many classes which adults will find beneficial in developing skills needed for many leisure time activities.

Distributive Education. The field of distributive education has as a target goal the distributive and marketing occupations. The major occupational families or clusters which distributive education services include (Mason and Haines, 1972):

Advertising Services
Apparel and Accessories
Automotive
Finance and Credit
Floristry
Food Distribution
Food Services
General Merchandise
Hardware, Building Materials, Farm and Garden Supplies and Equipment
Home Furnishings
Hotel and Lodging
Industrial Marketing
Insurance
International Trade
Personal Services
Petroleum
Real Estate
Recreation and Tourism
Transportation
Retail Trade, other Whole-Sale Trade, other
Distributive Education

Distributive education includes various combinations of subject matter and learning experiences related to the performance of activities that

direct the flow of goods and services from the product to the consumer. These activities include selling, and sales-supporting services as buying, transporting, storing, promoting, financing, marketing research and management (Mason and Haines, 1972). Adults interested in developing skills taught within the distributive education program could use these skills during leisure time as hobbies or recreational activities.

A husband and wife team may enroll in a variety of vocational courses and develop skills which may initially serve leisure time activity needs and later develop into an occupation. For example, a wife with interest and skills in creative cookery and a husband with interest and skills in sales and distribution may establish a catering business which has grown out of their leisure time interests.

Agricultural Education. The major purpose of agricultural education is to prepare individuals for successful employment in agricultural occupations. Studies for agriculture include:

Agricultural Mechanics

- basic metals
- tool fitting and cold metals
- arc welding
- metal fabrication (sheet metal-soldering-braising)
- hand woodwork

Plant Science

- plant growth and production
- fertilizers and nutrients
- cultivation of crops
- seedbed preparation
- soils

Rural and Urban Living

- planning and growing the home vegetable garden
- planning and developing small fruits
- improving and maintaining the home

Resource Conservation

- conservation of soil, water, forests, wildlife and parts, air

Animal Science

- importance, origin, and characteristics of breeds
- selecting and grading
- feeding animals

Landscaping
Floriculture
Nursery Management
Turf Management
Ornamental Horticulture
Agribusiness Skills

Although many of the skills taught in vocational agriculture can be used by the adults for pleasurable leisure time activities, those which are most widely recognized center around horticulture, floriculture, landscaping and natural resources management. Adults enjoy activities including growing home vegetable or flower gardens, landscaping home grounds, golf courses, or hiking trails. Other adults adopt leisure activities related to conservation of the natural resources of soil, air, forests, wildlife, water, and recreational parks.

Business Education. Business education provides experience both for and about business (Mason and Haines, 1972). Instruction is provided which assists adults in becoming knowledgeable, economic citizens and wise consumers who are equipped with basic and personal skills of business, including typewriting. Students gain experiences and develop skills which could be used in leisure time activities. Instruction is designed to develop entry level and advance business education skills.

Subjects offered through the study of business and office occupations include (Mason and Haines, 1972):

Accounting and Computing Occupations
Business Data Processing Systems Occupations
Filing, Office Machines, and General Office Clerical Occupations
Information Communication Occupations
Materials Support Occupations (Transporting, Storing and Recording)
Personnel, Training, and Related Occupations
Stenographic, Secretarial, and Related Occupations
Supervisory and Administrative Management Occupations
Typing and Related Occupations

Typing is a popular skill which is used by women as part time work within the home. For many this part time employment serves as a means of making money. Others work part time on a voluntary basis and consider it an outlet for creative achievement during leisure time. Men also utilize business related interests during leisure time. Skills in consumer education and money management developed in business education classes can contribute to greater availability of money for leisure time activities by adults in mid-life.

Trade and Industrial Education. Trade and industrial occupations is the branch of vocational education concerned with preparing individuals for gainful employment as semi-skilled or skilled workers, technicians, or subprofessionals in recognized industrial-technical occupations and in new or emerging occupations (Mason and Haines, 1972). Industrial education is based on two major branches of industry--goods--producing or custom and goods-servicing. Skills needed for the following titles of occupations may be developed in an industrial training program:

Air Conditioning and Refrigeration Mechanic
Airplane Mechanic
Appliance Mechanic
Autobody and Fender Mechanic
Beautician
Brick and Stone Mason
Cabinet Maker
Electrician
communications
maintenance
wireman
Floor Layer
Instrument Repairman
Jeweler and Watchmaker
Needle Trades Worker

Carpenter
Cement Mason
Commercial Artist
Dental Hygenist
Laboratory Assistant
Medical Assistant
Painter and Paper Hanger
Plumber and Pipefitter
Repairman, Radio and Television
Upholsterer
Welding Specialist

Adults with leisure time interests centering around the above jobs could develop skills needed through the trade and industrial education program. Avocational activities chosen by adults in mid-life frequently include auto mechanics, carpentry, and upholstery.

Home Economics. The content of the home economics curriculum includes the teaching of skills used by many adults as hobbies or recreational activities. Gourmet cookery, clothing construction, home decoration and flower arrangement are only a few of the skills that could be developed in a home economics program. Some of the popular leisure activity skills that could be developed include:

- knitting
- crocheting
- enbroidery
- food preservation
- creative cookery
- clothing design and construction
- millinery
- needlepoint
- interior decoration
- macrame

Home economics comprises the group of related courses or units of instruction organized for purposes of enabling students to acquire knowledge and develop understanding, attitudes, and skills relevant to (1) personal, home, and family life, and (2) home economics related occupations. Many of the skills taught in the home economics program are of interest to adults and can be used as hobbies or recreational activities.

Other skills obtained in the home economics program can contribute to an individual's leisure time activity. Food preservation is a skill which many individuals have as a hobby. It can serve as a money saving activity which in turn makes more money available for other leisure time interests. Home Economics consumer education classes may contribute to effective money management by the individual which may in turn generate more resources and stimulate the individual to plan and provide for leisure time activities.

Vocational Education and Leisure Studies

By integrating time, work and leisure, an individual is able to construct a meaningful life style. The prerequisites for various leisure life-styles are conditioned by an individual's time and work orientation and vice versa. How to use leisure to contribute most to the happiness of the individual and the welfare of the group is a question facing vocational education. Pleasureable leisure time activities cannot be thought of as opposed to, but as a compliment of, work (Nash, 1960). The employed as well as the unemployed need to make constructive use of their leisure time. Leisure time activities are a human need.

Leisure provides time for many uses: to rest and relax, to day-dream, to dabble with useless knowledge, to hear good music, to read a book, to listen and look at the best of our many mass communication programs--the printed page, the radio, the television, and the motion pictures. Above all else, leisure time should be an opportunity for men and women to make some creative contribution to themselves and their group while engaging in activities using special skills. Skills which can be learned in vocational education classes.

The wholesome use of leisure must be thought of in terms of satisfying a human need. It becomes an outlet for inner urges and drives. How men and women will use it becomes the important question. More and more in the future, vocational education programs will be called upon to provide skill training for leisure time activities.

The trend in the past few years has been for adults to participate more often in do-it-yourself activities, such as gardening, home-repair, craft, and minor construction activities (Kraus, 1971). Vocational and technical education programs offer skill training for these activities.

Vocational programs need to assist adults in planning and utilizing their leisure time effectively as well as prepare them for their work role, for they are interdependent. Vocational education can exercise considerable influence upon the styles of leisure that adults in mid-life adopt. An individual may select and enroll in a variety of vocational classes from across several vocational programs. For example, an individual may enroll in a furniture refinishing class in distributive education. These leisure time interests may later develop an interest in opening up an antique furniture business. At this point the individual might enroll in a business management class. The individual may use the skills learned in the vocational classes to produce and market a product. Each vocational program may have something to offer the individual for his/her leisure time activities, as well as his/her career development.

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LEISURE AND CAREER DEVELOPMENT IN MID-LIFE: CONTRIBUTIONS OF RECREATION

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Historically, leisure has been reserved for a handful of the wealthy and the ruling classes. By the time one of the privileged few had reached middle age, he had accumulated the wealth and/or power to employ or to compel others to perform those mundane and routine necessities of life. He was one of that small minority of the population fortunate enough to control the conditions which permitted the luxury of indulgence, contemplation, ease.

There is a recognized need for providing opportunities, facilities, professional leadership and the discretionary time essential for a variety of recreational pursuits, for the vast majority of our citizens. Few individuals of either gender who have reached mid-life admit to possessing leisure amid the demands of time and energy required to "get ahead" on the job and to fulfill the responsibilities inherent in raising a family. Perhaps a more appropriate definition is in order.

> Discretionary time is that unobligated period remaining after one has attended to the practical, demanding necessities of life, and during which the individual has the potential of self-determination to do or to refrain from doing.

Those who grew up with the so-called protestant work ethic and the accompanying restraints frequently find themselves in a dilemma: the desire to utilize part of one's waking hours to experiment, to create, to express,

but concerned that this might appear frivolous, probably selfish, to others. (The writer remembers vividly the chronic admonitions of his maternal grandfather, whose single yardstick of value was expressed with, "Will it put any more bacon in the skillet?") Riggs (1935) addressed himself to the issue some four decades ago.

> The function of play is to balance life in relation to work, to afford a refreshing contrast to responsibility and routine, to keep alive the spirit of adventure and that sense of proportion which prevents taking oneself and one's job too seriously, and thus to avert the premature death of youth and not infrequently the premature death of the man himself.

Determined to define recreation in terms of attitudes and feelings as well as activities and procedures, Doell and Twardzik (1973) suggest a number of interesting parameters.

> Recreation is any human activity which may occur at any place, at any time, regardless of circumstances, that results in a pleasurable response, that also provides an enriching experience, is rationally chosen and fulfills either an individual's sense of morality or social acceptability....(The) pleasurable response (may) include the experience of anticipation of the actual activity, the activity itself or reflection on the activity: all three or in any combination....The enriching experience (may) include...intellectual or physical or emotional benefits: all singly or in any combination.

Some individuals appear to need the stimulation of external programs and professionals to fill and to fulfill those uncommitted moments of life. Rabbi Silver (1931) suggests that, to truly live in one's own inner world during those leisure hours, one should personally create an individual "beauty, knowledge and ideals; books, pictures and music; song, dance and games; travel, adventure and romance; friends, companionship and the exchange of minds.

In the area of counseling a new specialization, recreation counseling, is just emerging. In most places it merely serves as a manual or computerized information disbursement function. But it has the potential to utilize those knowledgeable in recreation programming and also trained in counseling techniques and philosophy, to help needy individuals explore themselves as they explore recreational activities; expand personal horizons of interests skill; become an adventurer in uncharted lands and ideas and interpersonal relationships. (The epidemic suicide rates for those between ages 14-25 and over age 55 suggest that "somebody" should be doing "something" for a sizeable minority with apparent problems of self-image and self-acceptance.)

In 1974 the Career Planning and Placement Office of the University of Oregon established the Leisure Education-Lifestyle Center (L.E.L.C.) (1976 and 1974). Its emphasis is to help an individual view career as having three primary components:

1. Job-related activities, such as making a living;
2. Vocational activities, which provide a sense of self-worth and accomplishment; and
3. leisure activities, which contribute to happiness and aesthetic pleasure.

Since few people obtain employment that permits maximum opportunities for sufficient money, job satisfaction and challenge, and happiness, the L.E.L.C. (1974) challenges the inquirer to ask, "How do I want to live my life?"

> This approach to leisure education starts with the premise that if one has an awareness of self and knows the available alternatives, it is possible to attain a high degree of personal fulfillment through non-work as well as through work endeavors.

The L.E.L.C. program has identified five specific goals:

1. Assist students to understand the role of leisure in the current American life style.
2. Assist students to increase their self-understanding, especially as it relates to their leisure style.
3. Assist students to become aware of the wide range of leisure activities available.
4. Assist students to become aware of the leisure resources available at the university and in the community.
5. Assist students to make decisions about their leisure activities and help them to implement those activities.

The Scope of Recreation

We shall look at four somewhat arbitrary bins, knowing full well that none of these are the exclusive province of any specific discipline or vocational entity. For example, while professional recreators might consider a class in furniture refinishing as "theirs," their brethern in the local public school continuing education program, or the craftsman in the furniture plant may also have paternalistic designs toward any local offering or program that includes furniture refinishing as a leisure pursuit.

Camping and Outdoor Adventures

In a study of half a decade ago, nearly fifty million citizens stated that one of their major leisure activities revolved around the out-of-doors: Hiking, backpacking, hunting, fishing, and the like. The day of the recreation vehicle and the snowmobile has arrived; both have added a new dimension of seasonal mobility that did not exist before. Local recreation departments and a number of institutions of higher education now offer courses in beginning backpacking skills and those of mountain climbing, scuba diving,

caving, and others. One of the ironic present concerns for recreation administrators and for professionals who deal with the development and utilization of our natural resources, is whether this vacation back-to-nature movement has reached the point of supersaturation already.

Travel and Tourism

We have been known as a nation "on the move" for 200 years. While the unexplored frontiers may be few, for one who has not yet explored personally the ruins of an ancient tribe or the glacier of a mountain range or the quaint shops of a distant country, the adventure is new and unique to him. It appears that the 1974 summer travel slowdown was only temporary. The 1976 sale of recreation vehicles and the early reservations of sleeping accommodations and campsites was the highest in history, and cannot be dismissed just because of special bicentennial programs. More and more trailer parks are being erected near cultural and recreational attractions. They are adding such comforts as laundry, hot showers, and club houses with color television and air conditioning.

Games and Sports

The proliferation of professional sports and the near-epidemic popularity of tennis and golf during the last decade suggest that the collective interests of millions remain with athletic prowess and physical exertion. One difficulty can arise if the mid-career recreator forgets the limitations of aging. But for the physically healthy, the sports arena remains a magnet. Participation may be competitive: tennis, squash, racquet ball

golf, volleyball, and others; or it may be equally strenuous but non-competitive, such as sailing and canoeing, swimming, jogging. It may take the form of quiet table and card games, or it may manifest itself in one's interest as the spectator-fan.

The Arts

The sense of accomplishment, especially in one of the fine arts or a practical craft, is the route of satisfaction for many. Whether one is writing a poem or painting a picture; acting or preparing the backdrops for the local little theater; raising African violets or building a rock garden; repairing an heirloom or building a bookcase; imitating songbirds or leading the church choir; is of little matter. The challenge and the reward is in the doing or the trying, and not necessarily in the production of a consumer item.

The Inner-Relationships

The field of recreation and leisure studies is not a separate, unique discipline; rather, it is an eclectic that borrows (hopefully discreetly!) from others: the fine arts, athletics, business administration, vocational education, health science, communications instrumentation, and the like, to name a few.

Recreation can be likened to the traveling peddler of an earlier era, allowing the prospective consumer to sample, to try on for size, to handle for "feel" and counterbalance. The consumer's limitations, interests, self-concept, needs, degree of daring, and the like should become the primary

concern. The professional both helps satisfy and create appetites for leisure pursuits. Thus, recreation cannot and should not stand alone. it must share and coordinate with the other community agencies and opportunities, rather than compete for the local dollar and the local hour of the citizen.

Recreation cannot and should not operate in a vacuum. With the new leisure available for tens of thousands, there are career opportunities of an interdisciplinary nature, yet untapped.

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LEISURE AND CAREER DEVELOPMENT IN MID-LIFE: IMPLICATIONS FOR WOMEN AND MINORITIES

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The opportunity for greater life satisfaction and self-fulfillment for all persons through work and leisure activities seems to be the major thrust of career development (Bailey and Stadt, 1973; McDaniels, 1974). The middle years (35-55) are a period during which skills, interests, and options for career development are continually being made available for significant numbers of Americans (Hiestand, 1971). It appears, however, that these career options apply more to those who have the opportunity to enroll in graduate and/or professional schools; those who have greater discretionary income; those who have more leisure time available to develop their present careers; and for those who have traditionally gained self-fulfillment through meaningful work and/or leisure activities. Career development in this context seems to me to have a middle class flavor.

In the past and to a large degree today, women and ethnic minorities are two subgroups of our population who have not reaped the full benefits of self-fulfillment and life satisfaction through work and leisure. This paper will attempt to highlight problems that are central to the career development of women and minorities during mid-life. The problems presented here are not intended to be all inclusive and may not be insurmountable if creative approaches to career development are implemented. Some possible solutions to the alleviation of problems presented will also be suggested.

Problems Affecting Career Development Of Women and Ethnic Minorities

The middle years are crucial years for all persons because career decisions are constantly being made. Decisions regarding work, retirement, advancement, school, etc. are foremost in the minds of middle age Americans. The ability to live meaningful and happy lives may be commonplace for some mid-life Americans who have been able to reap the benefits of career development opportunities. Yet, women and minorities have encountered problems. Some of these problems are briefly described as follows:

Discrimination. Discrimination in career choice has long been a problem of women and ethnic minorities. The opportunity to gain personal satisfaction through work and leisure has been denied to these two sub-groups of our society by custom and/or law. As a consequence, women and minorities have been relegated to low-paying, low-status occupations due to long standing stereotypes and prejuduces (U.S. Department of Labor, 1971; Simpson and Yinger, 1965). Discriminatory practices affecting educational opportunities, occupational choices, and leisure activities have led to inadequate career development among these groups. A study by Burdge (1969), for example, indicates that there is a definite relationship between social class and leisure activities. He defined social class in terms of occupational status. He found that for almost every type of leisure activity the probability is that, proportionately, the participants will come from the middle or

upper classes mainly because of sufficient income to pursue leisure in their free moments. He also found that education tends to broaden one's perspective and the income from better paying jobs allows the opportunity to explore a variety of leisure pursuits. Persons in the lower occupational or less prestigous groupings tend to have limited education and life experiences.

Availability of educational opportunities. Women and ethnic minorities have not had the opportunity to obtain the educational opportunities that would allow them to pursue careers of their choice. The lack of educational opportunities in their earlier years may affect their attitudes about educational opportunities during mid-life. On the other hand, they may discover that educational opportunities are not available to them during mid-life because of lack of funds, discrimination, and other social problems. Middle age persons, for example, may not become involved in an occupation because of the belief, real or apparent, that they cannot obtain the necessary educational credentials. The results are that women and minorities may not engage in activities (work or leisure) that provide them with the greatest degree of personal satisfaction in life.

Lack of funds. The lack of ample funds to pursue a career of one's choice has constantly been a problem of women and minorities. Persons within these groups may fail to take advantage of opportunities for learning and growth because of limited resources or they may not feel that they have the right to spend family resources on themselves.

Lack of information concerning career options. Another problem facing women and minorities is the lack of job-hunting skills and poor labor market information. Moser (1974, p. 22) focusing on women in particular, categorizes the problems into two camps: (1) information about immediate job openings, i.e., what kinds of skills are required; what kinds of jobs match their own skills; the relative differences in wages in different occupations; and (2) longer term occupational planning information on trends in supply and demand for various occupations.

Lack of self-confidence. The problems of inadequate self-confidence or identity seem to be inextricably interwoven with the problems of discrimination. Being excluded from certain occupations or being absent from the labor market for long periods of time has the effect of lowering one's self confidence. Many women, for example, have traditionally been out of touch with many occupations due to their domestic-based lives. Minorities, too, may not possess the necessary confidence to enter new occupations due to their long history of exclusion. They also will need special assistance and support in dealing with the new world around them. Regarding identity problems of women reentering the labor force, Patricia Thom (1975, p. 129) sums it up this way:

> Identity has not been such a pressing problem for women when they were not part of the larger world outside of home and family, but a woman today needs to know who she is, what her skills are, what she wants, and what she thinks is important.

Home-career conflict. This conflict of role definition is more attuned to the problems of women in career development than ethnic minorities. The social role expectations for women are not clearly defined in our society. The contemporary stage and novel alike appear to favor depicting their female heroines as either domestic and sexy, as career successes without a satisfying family life, or as "free spirits," unencumbered by the bonds of both marriage and work. The fact is that society gives no clear sanction to the career choice of a woman. A woman must make this choice on bases other than social approbation. The source of this conflict is not the fact that more than one role is open to women (home and career) but that a cultural lag exists between social opportunity and social sanction (Farmer, 1971).

Three brief case studies may help to depict the special problems of women and minorities as they try to gain personal satisfaction through career development during mid-life:

Case 1

Phyllis is 36 years old, married, and the mother of two school age boys. She has been married for 15 years. Her formal education terminated after the completion of one year of college at which time she made the decision to marry rather than continue in school. The bulk of her married life has been devoted to her family.

Her husband holds a master's degree and occupies a professional position at a univeristy. His job requires much traveling. Now that her husband is out quite a bit and her boys are in school all day, she has much time at her disposal. She often expresses boredom with her present predicament.

For the past two years, much of her spare time has been spent doing volunteer work in a local day care center. She has, on several occasions, expressed the desire to finish her undergraduate work, but was reluctant to use family income for this purpose. In fact, the husband's unwillingness to support such a move on her part has been a major source of conflict among them. The situation has gotten even worse since she decided on her own to continue work towards her bachelor's degree.

She is happy in her venture, but often expresses doubts about whether she will be able to finish and become gainfully employed as an elementary school teacher or the director of a child care center, the

latter her lifetime ambition. Her main concern is whether she will be able to go to school without alienating her family. Other problems which concern her are her ability to compete with younger students; the status of the job market for persons of her age group when she completes her degree; and whether her husband will allow her to enter the work force.

Case 2

Frank is 42 years old and black. He was born and reared in the South in a family of eight children. He did exceptionally well in chemistry and math in high school and decided to pursue a career in pharmacy.

After completing high school he enrolled in a local college where he majored in chemistry and math. Unable to obtain financial support from his family and elsewhere he dropped out after one year and joined the army.

While in the army Frank developed skills as a telephone lineman. He returned to his home town after four years in the army and sought employment as a lineman. Jobs of this kind, he quickly discovered, were not available to him. He moved to Michigan where he immediately obtained employment as a lineman and within a year was promoted to foreman.

Even though the financial rewards were quite lucrative, Frank was still unhappy with his work. He enrolled in a local university on a part-time basis to pursue a degree in pharmacy. He received the bachelor's degree in Pharmacy recently and is now enrolled in a graduate program in chemistry. He says that his ambition now is to obtain the Ph.D. degree in pharmacology.

Case 3

Charlie is 38 years old and has been married for 19 years. He and his wife, Sarah, have five children, the oldest 16 years of age. Charlie's formal education ended in the sixth grade, and as a consequence, has only been able to obtain employment in low-paying, low-status occupations.

His wife completed the eighth grade and is employed as a dish-washer and part-time cook at a nursing home. Even though they receive partial support from welfare, they frequently express disenchantment with their status. In fact, they have often expressed the desire to "make something out of our lives" and to "make things better for our children."

About five years ago, Charlie and his wife jointly decided that they wanted to improve their status. They both enrolled in a local adult basic education class to improve their writing, reading, and computational skills. They faithfully attended these classes two nights per week for three years. Throughout this program, they provided support and encouragement for each other, very rarely missing classes.

Charlie, in the mean time, decided to develop increased skills in automobile mechanics. He had always worked on automobiles during his free time, yet he never thought of perfecting his skills. The adult basic education program, he said, "helped me find myself and made me realize that I can learn."

He subsequently enrolled in a training program in automobile mechanics sponsored by the local school system. He successfully completed the program in two years while attending on a part-time basis. He has been successful in obtaining employment as a mechanic in a small garage. Although the pay is not great at this point, "Charlie has great potential for growth" as expressed by his employer. Most of all, he is happy in his new position.

Charlie's wife, in the meantime, enrolled in classes for adults sponsored by the local school to gain skills in secretarial science. She has been enrolled part-time for two years and hopes to complete her training in another year. They both aspire to establishing their own business in the near future.

These cases demonstrates the complex problems of career development facing women and minorities. Increasing their career opportunities is not an easy task. Creative means must be sought by persons in the helping professions to assist in this endeavor. Some suggested solutions to the problems of these groups in terms of their career development ventures may be undertaken through each step of the career education process. That is, we need to look for more ways to help women and minorities: (1) to become aware of career possibilities, (2) to explore career opportunities; and (3) to prepare for careers. Some suggested solutions under each category follows:

Awareness Stage

A major problem confronting women and minorities is that of awareness of career opportunities that could provide self fulfillment. The middle years may be a period when they have become "locked in" to careers which provide little satisfaction. They may also feel that the job market is not opened to them and they therefore cease to

explore new possibilities. This stage is crucial in that this is the time when they must be made cognizant of the fact that they do have options in terms of jobs, educational opportunities, and other self-fulfilling activities. Some ways in which awareness may be increased are:

1. The establishment of human resource centers in areas that are easily accessible to the target population. These centers must be staffed with persons highly competent in determining needs of adults and who also have a thorough knowledge of the world of work and an understanding of the problems facing these groups. One such example is the Women's Resources Centre (Thom, et al, 1975; pp. 129-132), a program of the University of British Columbia Centre for Continuing Education. The Centre focuses on determining learning needs of women and designing informal short courses which can provide the requisite skills and attitudes necessary for living in the new world of women and the new behaviors necessary to adapt successfully to it.

2. Preservice and inservice training. Training and development activities are becoming an integral part of most organizations. If the aim of these organizations is to develop human potential, more emphasis will have to be placed on making women and minorities aware of opportunities that will enhance their growth within their immediate work environment. Career awareness activities can be structured into training activities, geared specifically toward women and minorities.

3. Awareness through welfare agencies and other service related agencies and organizations. Agencies that provide service to these groups can offer as part of their outreach activities information concerning career options for these groups.

Exploration Stage

The exploration of new careers becomes especially crucial for adults during the middle years. For women and minorities the problem is compounded. Some suggested solutions to problems of career development are:

1. Structured learning activities (classes). After conscious efforts have been made to help women and minorities recognize their potential in areas that could provide more satisfying careers, they can be encouraged to take advantage of myriad learning opportunities to explore their interests. These opportunities are generally available through a variety of institutional settings. The crucial task of the helping professionals is to help these groups explore the opportunities that best suit their needs. In terms of class structure and scheduling, it is important that classes are scheduled in a manner that would accomodate these largely part-time students. Class flexibility and moderate fees should also be the rule when scheduling classes for these groups.

2. Arts and self-development activities. The creative use of leisure time can serve as a springboard to greater life satisfaction. Many persons in their middle years find satisfaction through the arts, music, volunteer work, hobbies, etc. They may become interested in

hobbies, for example, that provide a source of income during retirement. Thus, the creative use of leisure during mid-life may in fact be preparation for retirement.

Volunteering can also be a useful way of exploring careers. According to Loeser (1974), volunteer work can have significant positive effects on career development of women. She states that a woman may take up volunteer work with no other goal than to give service, or she may be planning from the outset to use volunteer work as a bridge to paid work.

Preparation Stage

Preparation of women and minorities for satisfying careers may take many forms. The emphasis of some persons may be on learning a specific skill in preparation for a job. These persons will probably be interested in apprenticeship programs, vestibule schools, special manpower training programs which are designed to train persons in a short period of time for a specific job. The apparent aim is to gain satisfaction for themselves through meaningful work.

Others may seek short term satisfaction through their leisure activities, but may turn out to have long term economic significance. These persons may become involved in activities that may provide immediate satisfaction, but the greatest payoff comes in later years. For example, a person may learn basket weaving at age 45 because it provides satisfaction for him during his leisure hours. After retirement, he has learned the skill so well that he opens a business of his own, an additional source of income.

Regardless of the reasons for embarking upon a career, women and minorities face problems of lack of training and lack of self-confidence.

Women and minorities should have the opportunity to engage in careers that are self-actualizing through both work and leisure. Creative approaches to career preparation should be implemented to deal with their special problems. Some suggested solutions are:

1. Establishment of career development or human resource centers. These centers can encompass a variety of activities related to awareness, exploration, and preparation. Structured classes focusing on skill development could be a vital part of such centers.

The Human Resources Development Center of Tuskegee Institute is an excellent example of an effort to provide the necessary skill development of rural, underprivileged adults. Other colleges and universities as well as state and local governments are becoming aware of the problems and are developing innovative programs to deal with them.

2. Assertive Training programs. Women and minorities have a long tradition of exclusion. They, therefore, may not have developed the self-confidence needed to embark upon new opportunities that are made available to them. Assertive training may be one approach which might help to alleviate the problem. The focus of assertive training is on improving communication skills, interpersonal relations, decision-making skills, etc. This training could well be part of the regular preservice and inservice training activities of many organizations and/or a necessary phase of special programs for women and minorities.

In summary, the middle years are crucial for the career development of women and minorities. More attention should be focused on their special needs in order that they may develop to their fullest potential through a productive life of work and leisure.

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